

ABSOLUTE RATING: Below Average

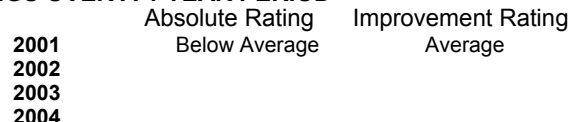
IMPROVEMENT RATING: Average

Number of Elementary schools with students like ours: 109.

The absolute ratings for those schools ranged from unsatisfactory to excellent.

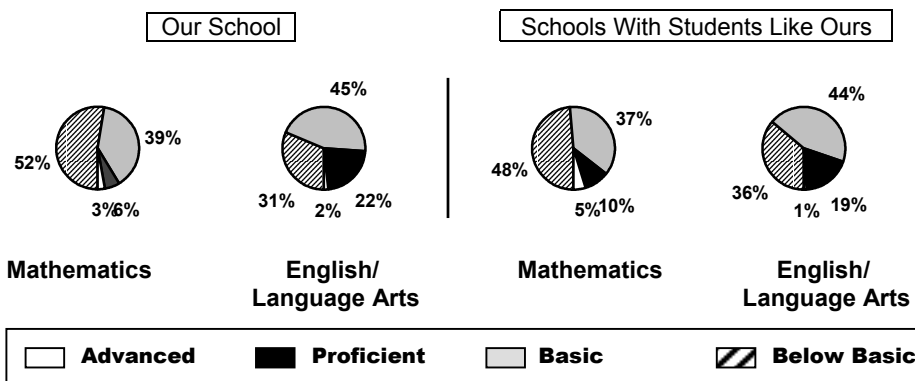
For improvement ratings, the range was from unsatisfactory to excellent.

RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=185)	68.6	47.6	N/A	N/A
Students with disabilities other than Speech (n=7)	N/A	N/A		
Students without disabilities (n=178)	69.1	47.8		
Gender				
Male (n=85)	70.6	36.5		
Female (n=99)	66.7	57.6		
Ethnic Group				
African American (n=180)	68.3	47.8		
Hispanic (n=N/A)	N/A	N/A		
White (n=4)	N/A	N/A		
Other (n=N/A)	N/A	N/A		
Lunch Status Group				
Free/reduced-price Lunch (n=160)	64.4	43.1		
Pay for lunch (n=24)	N/A	N/A		

SCHOOL PROFILE

INDICATORS OF SCHOOL PERFORMANCE

SCHOOL	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
• Dollars spent per student	\$4,895	N/A	\$5,813	\$5,347
• Prime instructional time	90.7%	Down from 90.9%	89.6%	90.2%
• Student-teacher ratio in core subjects	17.1 to 1	N/A	17.1 to 1	18.7 to 1
STUDENTS (n=406)				
• Attendance Rate	98.5%	Up from 98.2%	96.1%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A	7.1%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	N/A	N/A	6%	3.1%
• First graders who attended full day kindergarten	100%	Up from 93%	98%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	6.2%	Down from 7.9%	5.8%	3.6%
TEACHERS (n=35)				
• Professional Development days per teacher	6.4 Days	Up from 6.2	7.5 Days	7.6 days
• Attendance Rate	93%	Down from 93.4%	95.1%	95.1%
• Teachers with advanced degrees	31.4%	Down from 38.2%	43.6%	47.7%
• Continuing contract teachers	62.9%	Down from 72.2%	77.8%	83.8%
• Teachers with out-of-field permits	2.9%	Up from 0%	3.1%	0.0%
• Teachers returning from the previous school year	69.7%	Down from 75.7%	81.6%	87.2%
• Average teacher salary	\$36,835	Up 4.9%	\$36,138	\$37,520

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	73.4%	N/A	65.1%	65.3%
• Principal's years at the school	1	N/A	4	4.0
• Parents attending conferences	83.5%	N/A	87.8%	95.6%
• Opportunities in the arts	Good	N/A	Good	Good
STUDENTS				
• On academic plans	55.1%	Up from 50%	63.5%	43.1%
• On academic probation	0%	N/A	0%	0.0%
• Older than usual for grade	1%	Up from 0%	2.1%	1.1%
• Suspended or expelled	0	N/A	2	1
• Gifted and talented	6.7%	Up from 6%	5.3%	11.5%
• With disabilities other than speech	6.7%	Up from 2%	8.9%	8.4%



PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Hopkins Elementary made small academic gains during the 2000-01 school year. Test results indicated a need to focus additional effort upon developing students' reading, math, and writing skills. We have incorporated Accelerated Reader school-wide. Time on math instruction was increased to 90 minutes per day and 90 blocked minutes for reading/language arts each day. An after-school program targeted those students who scored below basic in reading or math on PACT. The related arts teachers and volunteer tutors worked with small groups of individual students to increase their basic skills. The classroom teachers also received training in flexible grouping.

Significant intervention and change must begin as early as possible so we have continued to focus on child development and kindergarten programs. We were in our third year of using the Breakthrough to Literacy program, which was implemented to develop the skills and knowledge young learners need to become competent readers. First-grade students who scored low on the CSAB or received a teacher recommendation were eligible to receive assistance through the Reading Recovery program which was implemented this year. The principal and a classroom teacher received Reading Recovery training. Accelerated instruction was also provided to a small group of first-grade students by the reading initiative teacher.

As a Title One school, class size was reduced in kindergarten through fifth grade. Title One funds also were used to purchase software for the CCC lab, staff development, parent workshops, incentives for students, books and other instructional supplies.

Parent/community involvement was greatly improved this year. Parents attended after-school activities in greater numbers and worked in the school as volunteers. We also had other community members work at the school as volunteers, mentors and tutors for our student body. Our school also began two new business partnerships this year with Square D and CiCi's Pizza. Our partners provided mentors, tutors and incentives for our student body.

Challenges faced by our school include students' lack of social skills and respect for adults, lack of parental involvement and support, staff turnover and the readiness level of students entering school. The staff will continue to address these challenges.

EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	35.7	85.2	(Avail. 2002)
Satisfied with social and physical environment	53.6	69.4	
Satisfied with home-school relations	28.6	83.3	

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

4001040

Hopkins Elementary
6120 Cabin Creek Road
Hopkins, SC 29061

Grades K-5 Elementary School

Enrollment: 406 Students

Principal

Miss Angela Brown 803-783-5541

Superintendent

Dr. Ronald L. Epps 803-733-6041

Board Chair

Vince Ford 803-733-6061

THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2001

School Grade:
Below Average

South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at
www.myschools.com